DOCUMENT RESUME

ED 467 469 SO 034 056

TITLE	Traveling the National Road: A National Park Service Curriculum Based Education Program.
INSTITUTION	National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE	2001-00-00
NOTE	65p.
AVAILABLE FROM	Fort Necessity National Battlefield, One Washington Parkway, Farmington, PA 15437. Tel: 724-329-5512; For full text: http://www.nps.gov/ fone/classroom/nrintro.htm/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Built Environment; *Curriculum Enrichment; Heritage Education; Intermediate Grades; Primary Sources; *Road Construction; Secondary Education; Social Studies; Student Educational Objectives; Student Research; *Travel; United States History
IDENTIFIERS	National Park Service; *Westward Movement (United States)

ABSTRACT

In 1805, a U.S. Senate committee urged the building of a road that would connect the eastern United States with the western United States. The road came to be known as the National Road (or Cumberland Road). It began in Cumberland, Maryland, and eventually reached to Vandalia, Illinois. It was the first and only U.S. road built entirely with federal funds. This curriculum-based packet is designed to provide teachers with background information and suggested classroom activities. It concentrates on the National Road between the years 1806-1853, the period of its construction and greatest prosperity. The packet contains six units, each with general objectives. The objectives are listed on the teacher sheet in each unit. Each unit in the packet contains a teacher sheet, a student sheet, and two or more activity sheets. The teacher sheets contain the unit objectives; materials needed; background information; suggested questions, activities, and sites that can be visited; and answers for the activity sheets. The student sheets contain relevant background data needed to complete the activity sheets; thought questions; and additional research topics. A glossary, site resource list, and an evaluation form are provided at the end of the packet. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 469

Traveling the National Road

A National Park Service
Curriculum Based Education Program

2001

SO 034 056

FORT NECESSITY NATIONAL BATTLEFIELD
ONE WASHINGTON PARKWAY
FARMINGTON, PA 15437
(724) 329-5512
http://www.nps.gov/fone/classroom/nrintro.htm

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The National Park Service

ParkNet

2001

PARKS AS CLASSROOMS

Department of the Interior
National Park Service
1849 C Street NW
Washington, DC 20240
Phone: (202) 208-6843

http://www.nps.gov/fone/classroom/nr.htm

Traveling the National Road

Table of Contents

Introduction

Unit One: Overview

Unit Two: Construction

Unit Three: Bridges, Tollhouses, and Mile Markers

Unit Four: Travelers

Unit Five: Accommodations

Unit Six: Workers Along the Road

National Road Fun Sheets

Time Line

National Road Sites

Glossary

Bibliography

Evaluation

BEST COPY AVAILABLE

LIST OF CONTRIBUTORS

Sheila M. Sibley
Summer Education Specialist Intern with the National Road Heritage Park and the National Park Service

J.B. Thomas
Retired Elementary Principal and National Park Service Volunteer

Jane Schmidt Clark
Supervisory Park Ranger, Fort Necessity National Battlefield

Mary Jane McFadden
Park Ranger, Fort Necessity National Battlefield

Caroline Rigg
Park Ranger, Fort Necessity National Battlefield

James Tomasek
Park Ranger, Fort Necessity National Battlefield

Lawren Dunn
Museum Technician, Fort Necessity National Battlefield

Frank Marhefka
Park Ranger, Fort Necessity National Battlefield

Robert Rafail
Instructional Support Teacher, Grade 6, Uniontown Area School District, Lafayette School

Janet Clark
Teacher, Grade 4, Uniontown Area School District, Lafayette School

Shelley Larimer
Intern, Fort Necessity National Battlefield

Tom Markwardt
Web Site Administrator, Fort Necessity National Battlefield

BEST COPY AVAILABLE

Traveling the National Road

Teacher's Introduction

"... Make the crooked ways straight, and the rough ways smooth ... in effect, remove the intervening mountains, and, by facilitating the intercourse of our Western brethren with those on the Atlantic, substantially unite them in interest, which, the committee believe, is the most effectual cement of union applicable to the human race." (Senator Worthington, Ohio: 1805)

In 1805 a Senate committee urged the building of a road that would connect the east and west of the growing American nation. That road came to be known as the National Road. This curriculum based packet, ***TRAVELING THE NATIONAL ROAD***, is designed to provide you with background information, and with ready-to-use and suggested classroom activities. It concentrates on the National Road during the years 1806 - 1853, the period of its construction and greatest prosperity.

The packet contains six units, each with general objectives. These general objectives are listed on the Teacher Sheet in each unit. The objectives have been kept general so that they can be built upon to address the needs of various student groups. Please keep these general objectives in mind when using each unit and when providing feedback on the packet.

Each unit contains a Teacher Sheet, a Student Sheet, and two or more Activity Sheets. The **Teacher Sheets** contain the unit objectives, materials needed, and background information. This information is a more detailed version of data presented on the Student Sheets. The background information should help you better use the unit and also can be shared with the students during the course of the activities. Additionally, the Teacher Sheets contain suggestions of questions, activities, and sites that can be visited. These extra opportunities can increase students' understanding of the unit content. Answers for the Activity Sheets are at

BEST COPY AVAILABLE

the end of each Teacher Sheet. The answers provide suggested responses, but they should not be considered the only responses possible.

The **Student Sheets** contain relevant background data needed to complete the Activity Sheets. Each sheet can be reproduced and distributed to your children. Most Activity Sheets are written for the students to do themselves, either individually or in small groups. Some activities may need to be teacher-directed. The Student Sheets also contain Thought Questions and additional research topics that interested students can pursue on their own. Objectives for each unit can be assessed through the use of these Activity Sheets and Thought Questions.

A Glossary and Site Resource List are provided at the end of the packet. The **Glossary** should be reproduced and distributed so children can use it throughout unit study. Glossary terms are highlighted on the Student Sheets, and several Activity Sheets also utilize the Glossary. The **Site Resource List** contains information about relevant sites students might visit. (Sites are mentioned throughout the packet as well.)

An **Evaluation Form** appears at the end of this packet, and you are encouraged to complete and return this form. Your feedback is greatly appreciated, and is the only way we can determine the effectiveness of the packet for future revisions.

This packet and the activities within will stimulate interest in the story of the National Road. It is the story of the growth of a nation and the people who grew with it.

Traveling the National Road

Unit One – Overview
Teacher Sheet

Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- Explain what the National Road was.
- Identify the course of the National Road and associated points on a map.
- Explain why the National Road was built.

Materials:

- (2) National Road Maps
- (2) Unit I Activity Sheets
- Crayons, Markers, or Colored Pencils
- String or Ruler
- Pencils

Background:

The National Road (officially called the Cumberland Road, and also known as the National Pike and the Old Pike) was the first and only US road built entirely with federal funds. Construction of the road began in Cumberland, Maryland, in 1811 and was completed to Wheeling, Virginia, (now West Virginia) in 1818. The

BEST COPY AVAILABLE

National Road was eventually built into Vandalia, Illinois.

Early paths, trails, and rivers in the Pennsylvania area had been drawing people west for many years. In 1752, Thomas Cresap and his Delaware Native American guide, Nemacolin, working for the Ohio Company, had marked a route from Cumberland on the Potomac River to the Monongahela River at present day Brownsville.

In 1754, Lt. Col. George Washington and his Virginia troops widened this trail and built a crude road for use by supply wagons. During his campaign against the French, he was forced to surrender his small fort in what came to be known as the Battle of Fort Necessity near present day Farmington, Pennsylvania. This was the opening battle of the French and Indian War.

In 1755, British and Colonial troops, led by Major General Edward Braddock and accompanied by George Washington, were again in the area. They widened and improved Washington's road. General Braddock, defeated by the French, was wounded during battle and died on July 13th. He was buried in an unmarked grave in the middle of the road that bears his name. In 1804 his grave was discovered and Braddock's remains were moved to a nearby knoll. Today a monument marks the burial site.

Although these early roads followed different paths than the National Road, their existence created a precedence for the building of the National Road. In addition to these precursor trails, the National Road was facilitated by several actions. In 1796, Ebenezer Zane was permitted to open a road from Wheeling, Virginia, through Ohio to Limestone, Kentucky. This road greatly aided in the settling of Ohio. In 1802, the Enabling Act provided for Ohio's admittance into the Union and for a method to pay for a much needed road.

Politicians had been urging the building of a road for years. Henry Clay, Thomas Jefferson, and Albert Gallatin each felt that the road would improve trade between the east and the emerging western frontier. Additionally, it was feared that trade with western territories might be lost to England in Canada or Spain in the Louisiana Territory. To help bind the nation together, a good road was needed.

Provisions of the Enabling Act stated that public land in Ohio would be sold to settlers and that 5% of these moneys would be set aside for the construction of a road from the east through Ohio. In 1806, President Thomas Jefferson signed an act to establish the National Road from Cumberland to Wheeling.

Travelers often left the National Road to continue their journey via rivers. River travel was smoother for passengers and freight was more easily transported.

Supplemental Activities:

1. Use a map of the United States to talk about westward expansion.

Relevant Site Information:

- Friendship Hill National Historic Site, the home of Albert Gallatin, one of the fathers of the National Road;
- Fort Necessity National Battlefield, which includes the reconstructed fort, Braddock's Road, Braddock's Grave, and Jumonville Glen
  (For more information see the Site Resource List.)

Activity Answers:

Unit I A

- 7. Distance and mountains
- 8. Takes less time; aids in getting over mountains; clears a path free of trees and rocks; provides a marked route

Unit I B

- 2. About 75 miles or so on the map (total about 90) 3. Rivers were usually smoother and faster.

UNIT I - Overview

STUDENT SHEET

Background:

Roads are used by people every day. You probably traveled on a road to get to school today. Can you think of some reasons why roads are important? Can you imagine what it would be like to have no roads?

Two hundred years ago there were few roads in the new nation of the United States. People used horses and wagons to travel, but without roads they had to go very slowly. Without roads mountains were very hard to cross.

Americans wanted the country to grow. They wanted people to be able to move beyond the mountains and live in the land to the west. **Merchants** whose job was **commerce** had to travel to do business. Roads were needed for all these people. In 1806, President Thomas Jefferson signed an act allowing a road to be built from Cumberland, Maryland, into Ohio. This road was called the Cumberland Road or the National Road.

The National Road was the first, and only, highway paid for by the U.S. government. It was a road that would help many people in their travels west. It would also help connect areas of the growing United States. People often left the National Road to continue their journey via rivers.

Thought Questions:

1. Why would politicians want a road that connects east and west? Why would farmers want the same road?

Research:

Pay close attention to how these people helped create early paths, trails, and roads:

- Albert Gallatin
- Ebenezer Zane
- Edward Braddock
- Thomas Cresap
- Nemacolin
- George Washington

UNIT I A - ACTIVITY SHEET

Using the National Road map provided, color the following:

1. Color the National Road YELLOW.

2. Color the area marked Appalachian Mountains GREEN.

3. Color these states ORANGE: Delaware Maryland (Baltimore and Cumberland are in Maryland)

4. Color the right side of the state, or the area east of the Appalacian Mountains, ORANGE : New York Pennsylvania Virginia/West Virginia

5. Color the left side of the state, or the area west of the Appalacian Mountains, BLUE: New York Pennsylvania Virginia/West Virginia

6. Color these states BLUE: Ohio Indiana Illinois

THOUGHT QUESTIONS:

In the early 1800's, some people who lived in the orange areas of the map wanted more land. There was land that could be used in the blue areas of the map. But people needed to get to the blue areas.

7. If you lived in the orange areas, what would be two problems you would have to face to reach land in the blue areas?

_____

_____

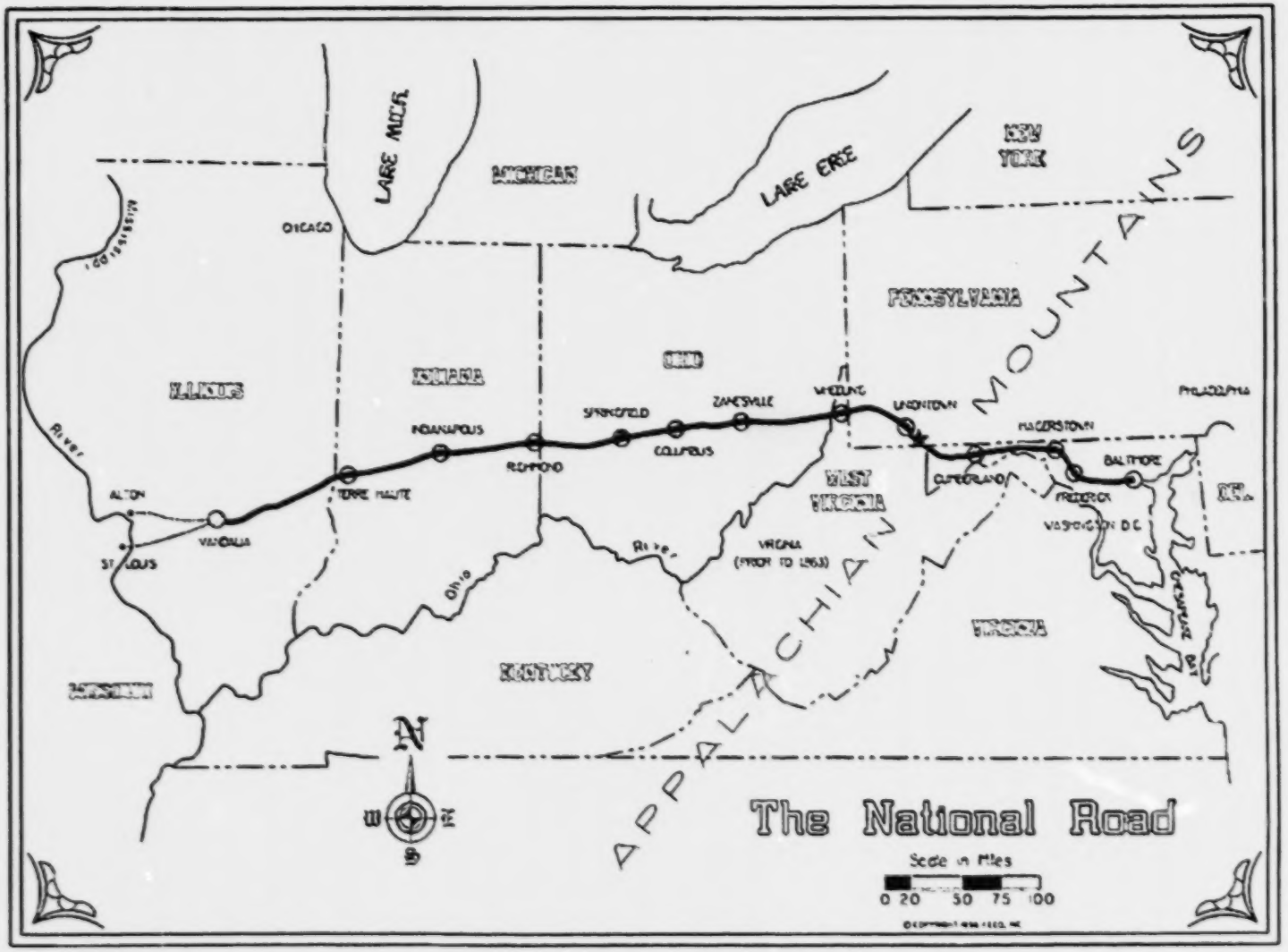
8. How could a road help make travel from the orange to the blue area easier?

_____

_____

BEST COPY AVAILABLE

Map for Activity A



BEST COPY AVAILABLE

UNIT I B - ACTIVITY SHEET

Use the National Road in Pennsylvania map to do the following:

1. Mark a red X on the map where your school is (ask your teacher for help if you need to).

2. Use the scale to calculate the length of the National Road in Pennsylvania: _____miles.

3. Many people left the National Road to use rivers to travel north or south. What would be the benefits of traveling on rivers?

   _____
   _____
   _____

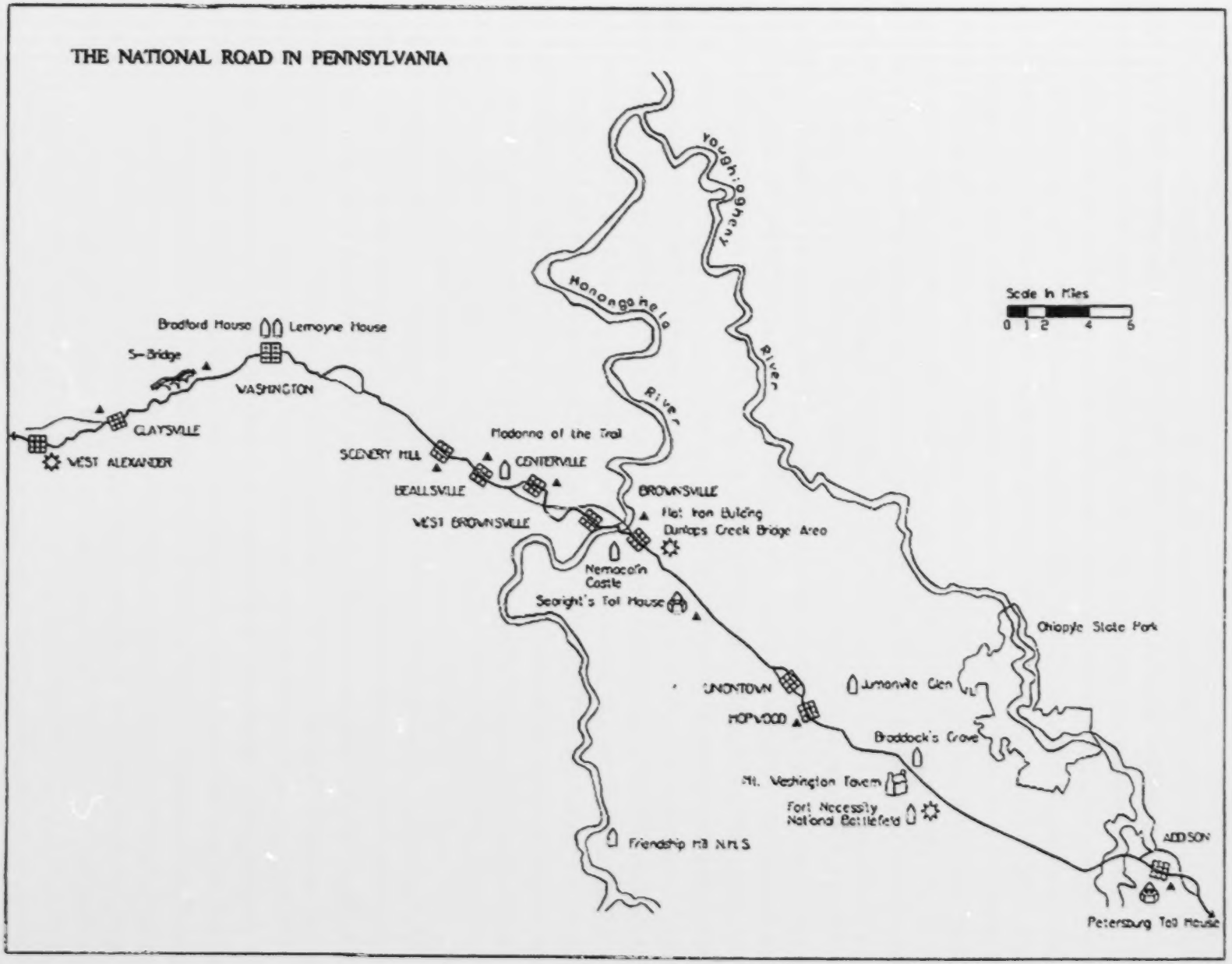
4. Below are sites seen along the National Road today that were also seen by travelers in the 1800's. Circle each of them on the map:

   1. Mt. Washington Tavern
   2. "S" Bridge
   3. Dunlap's Creek Bridge
   4. Pertersburg Tollhouse
   5. Searight Tollhouse

Optional:

How many sites have you seen or visited? Share your experiences with the class.

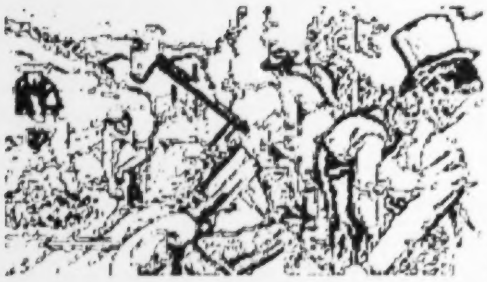
Map for Activity B



BEST COPY AVAILABLE

Traveling the National Road

Unit Two – Construction
Teacher Sheet



Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- Describe the methods used to construct the National Road.
- List the equipment used to construct the National Road and describe how the equipment was used.

Materials:

- (2) Unit II Activity Sheets
- Pencils

Background:

Construction of the 632 miles of the National Road, from Cumberland to Vandalia, Illinois, cost the American government almost 7 million dollars. Portions of the Road that ran through mountainous areas cost the most ($13,000 per mile between Cumberland and Wheeling).

Workers on the National Road, many of whom were Irish, were paid as little as $6.00 per month. They considered themselves lucky if they were paid fifty cents per day. Common "machinery" along the road included mules, oxen, hammers, shovels, axes, mattocks, picks, plows, wheelbarrows, and measuring rings.

Road construction involved several steps. First, a right of way was cleared, 66 feet wide in Pennsylvania and 80 feet wide in Ohio. Two methods were used to construct the actual road. On portions from Cumberland to Wheeling, a 32 foot roadbed was cleared and a 20 foot wide strip was dug down the center. In this strip, the road was laid in layers. A layer of broken stone that could be passed

BEST COPY AVAILABLE

through a seven-inch ring was laid first. The second layer consisted of stones passed through a three-inch ring. Sometimes a layer of sand or gravel was added on top and compressed with a heavy log.

As soon as people started to use the road it began to deteriorate. It was decided to build the road west of Wheeling with a new method, the macadam system, named for the Scotsman John Louden McAdam who developed it. With this new method, the roadbed was raised above ground level to allow for drainage and to slow erosion. Several layers of crushed stone were laid and then compacted, creating a solid surface. Starting in 1834, the macadam method also was used to repair eastern portions of the National Road.

Supplemental Activities:

1. Make measuring rings with the students. Use clothes hangers to create 7-inch and 3-inch rings. Eliminate sharp edges with masking tape. Have the students bring in different sized rocks from home and then measure the rocks to see if they could have been used on the National Road.
2. Build a "road" with the students. Have students bring in bags of small rocks and pebbles from home. Build the "road" in dishpans or other shallow pans. In small groups, have students lay the larger rocks on the bottom and the smaller rocks on the top. They can use rolling pins to compact the surface. Discuss how difficult or easy it would be to travel on the "road".

Relevant Site Information:

The Mount Washington Tavern and the Searight Tollhouse Museum and Information Center both contain tools used to construct the National Road. (For more information see the Site Resource List.)

Activity Answers:

Unit II A

- Mules and oxen: pull down trees, carry loads, pull wagons of supplies and tools
- Hammers: break rocks
- Shovels: shovel and move dirt, shovel loads of rocks into wheelbarrows
- Axes: chop down trees
- Mattocks: move roots and vegetation, loosen and dig in the dirt
- Wheelbarrows: transport dirt, rocks, pieces of trees, and vegetation
  Measuring rings: measure the size of rocks

Unit II B

1. Rake; wheelbarrow; shovel; hammer; people

2. Trees and plants
   Chopped down with axes; cleared with mattocks; carried away with wheelbarrows; pulled down by oxen, mules, and horses
3. Man raking: rake smooth the rocks on the road bed, make sure there are few gullies and high points in the road; blisters on hands (might need to wear gloves)
   Man dumping rocks: pick up loads of crushed rocks, transport over bumpy ground and dump the rocks; heavy loads and hard to move wheelbarrows.
   Man helping to lay rocks: get rocks out of the wheelbarrow and help spread them out; hot and dirty work
   Man shoveling: shovel up rocks to be put in wheelbarrows; hand blisters and heavy work
   Man breaking rocks: hammer rocks into small enough pieces; time-consuming work
   Man overseeing: make sure the rocks are of the correct size; pay the workers; responsible for the road being built correctly and lasting for a long time

UNIT II - Construction

STUDENT SHEET

Background:

In 1811, people began to build the National Road. Building a road was hard work. There were no trucks or bulldozers back then. People with hand tools, oxen, and mules did the work of these machines. People working on the National Road were paid as little as $6.00 per month.

When the Road was first being built, workers would dig a long strip where the road would go. They would fill this strip with layers of crushed rock. The rocks that could pass through a 7-inch **measuring ring** were laid first. Then a layer of rocks that could pass through a 3-inch ring was put on top.

But this road was damaged easily. So the National Road in Ohio was built a different way. A man named John Louden McAdam realized that if a road was built on raised ground instead of in a dug strip, rain water could run off the road. Then the road would last longer. So the workers put down layers of crushed rock and let wagons and people travel on each layer to pack the rocks tightly together. This **macadam system** made a much sturdier road.

The National Road took a long time to build and did not reach Wheeling, Virginia, until 1818. The road cost the U.S. government almost 7 million dollars. Areas of the road going through the mountains cost the most to build, $13,000 per mile.

Thought Questions:

1. Why would the road cost more to build in the mountainous areas than in other areas?
2. Why would building a road today be easier than it was in 1811?

Research:

John Louden McAdam

UNIT II A - ACTIVITY SHEET

The National Road took a long time to build. The land where the road was built had many trees and lots of rocks and grass. An area had to be cleared before the road could be built. Then rocks had to be broken and measured to make the road surface.

If you were building the National Road in the 1800's, tell how would you use each thing to construct the road:

mules & oxen_____

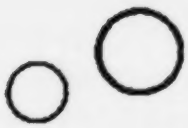
hammers _____

shovels _____

axes _____

mattocks _____

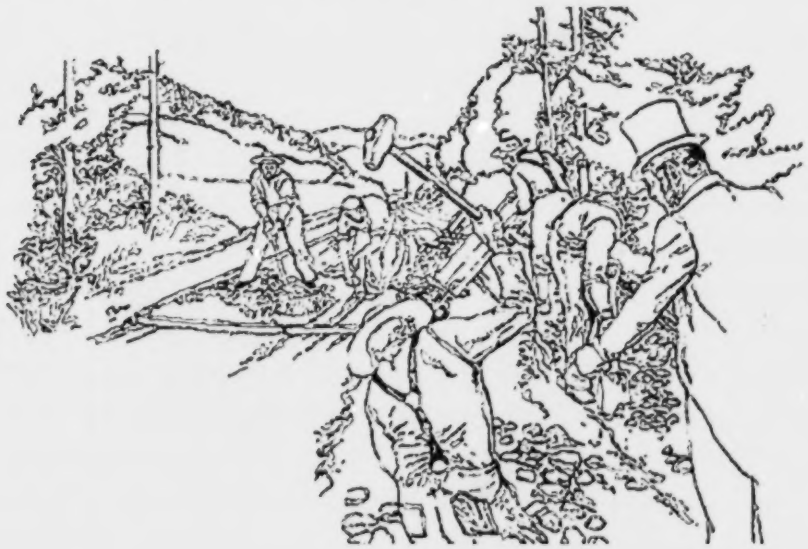
wheelbarrows _____



measuring rings _____

UNIT II B - ACTIVITY SHEET

This picture shows workers building the National Road in the early 1800's. Look closely at the picture and answer these questions:



1. List the different kinds of tools being used in the picture:

_____

_____

_____

2. What do you see growing on the side of the road? How were these moved for the road to be built?

_____

_____

_____

3. Imagine you are one of the men in the picture. What would be some of your duties? What would be some of the difficulties of the job? Why did you choose to be this worker?

_____

_____

_____

Traveling the National Road

Unit Three – Bridges, Toll Houses and Mile Markers Teacher Sheet

Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- Describe stone bridges, "S" bridges, mile markers, tollhouses, and their uses.
- Explain why the tolls were collected.
- List who paid tolls and what some of the toll charges were.

Materials:

- (3) Unit III Activity Sheets
- Pencils

Background:

Travel along the National Road was aided by the placement of mile markers and the construction of bridges. Mile markers were used to inform travelers how far they had come or how far they had to go. These originally were made from stone and were placed every five miles along the National Road. In 1833, mile markers were replaced with cast-iron markers manufactured in Brownsville and Connellsville, Pennsylvania. These were placed every mile between Cumberland and Wheeling.

The National Road also contained some important bridges. In 1814, the Casselman Bridge was constructed in Grantsville, Maryland. At the time, this was the largest single span stone arch bridge in the nation. Another well known bridge was the Great Crossings Bridge, a three arch bridge across the Youghiogheny River. This bridge was built in 1818 in Somerfield (then called Smithfield), Pennsylvania, and now lies at the bottom of a reservoir. The Dunlap's

BEST COPY AVAILABLE

Creek Bridge, in Brownsville, Pennsylvania, was the nation's first cast-iron bridge. Built in 1839, it cost about $40,000 to build and can still be crossed today.

"S" bridges were also encountered along the road. They were built with the center portion crossing the river or stream at a right angle and the ends curving to meet the road at either end. Many tales such as the following circulated about why these bridges were built this way: (1) They were actually "Z" shaped and designed to honor Ebenezer Zane; (2) They saved having to cut down large trees by the rivers and streams; (3) They were designed to stop runaway horses; and, (4) They were built on a dare to see if an engineer could build an "S" - shaped bridge.

The real reason these were so built was that the cheapest and easiest bridge to build was one that went straight across a river or stream at a right angle so that flowing water would meet the least amount of resistance, and so erosion of the bridge stones could be reduced. Thus, a river running parallel to the road could be crossed the easiest by building a bridge squarely in the water and curving the approaches to meet it from the road, thus producing the "S" - shape.

Another feature of the National Road was the tollhouses. In the 1830's, the federal government found it increasingly difficult to maintain the National Road, so after repairing it, the government gave the road to the states through which it ran. The states built tollhouses along the road to collect money for road maintenance. Pennsylvania took over its portion in 1835 and built six tollhouses. Placed 15 miles apart, travelers were required to pay at each toll gate.

The tollhouses in Pennsylvania and Maryland were of octagonal design with back rooms and were made from either brick or stone. The tollkeeper, along with his or her family, lived in the tollhouse and was always on duty. Toll gates were erected in front of the tollhouses to keep travelers from passing without paying.

The tolls were prominently displayed outside the tollhouses. Tolls were collected to repair the road, and the rates were charged in proportion to the amount of wear to the road caused by each animal or vehicle. Free use of the National Road was allowed for public worship, militia muster, and for funeral purposes. Also, school children, clergy, and the US mail traveled for free. An Activity Sheet in this unit contains toll rates levied.

Supplemental Activities:

Relevant Site Information:

Mile markers can be seen all along the National Road (Route 40), on the north side of the road. There is also one inside the Mt. Washington Tavern. The Searight Tollhouse Museum and Information Center and Petersburg Tollhouse are good examples of tollhouses that are open to the public. (For more information see the Site Resource List.)

Activity Answers:

Unit III A

1. 3 cents
   7 cents - horse and rider at 4 cents + extra horse at 3 cents
   60 cents - 20 cattle at 12 cents times 5
   18 cents - carriage with 4" wheels with 2 horses at 12 + 2 extra horses at 6 cents
   13 cents - wagon and 1 horse at 4 cents and 3 extra horses at 9 cents
   18 cents - carriage with 2 horses at 12 cents + 2 extra horses at 6 cents
2. 2. They act as rollers to press and flatten the road surface.
3. 24 cents - 4 cents times 6 tollhouses

Unit III B

1. 52 miles
   41 miles = 52 miles - 11 miles
   79 miles
   131 miles = 52 miles + 79 miles Smithfield and Uniontown
2. Cumberland and Wheeling were the beginning and end points of the original National Road and major cities.

UNIT III - Bridges, Toll Houses & Mile Markers

STUDENT SHEET

Background:

When you and your family go on a trip, you use things that make the trip easier. Your family might use maps and read road signs to get where you are going. You also use bridges to cross rivers and other roads.

A family traveling on the National Road in the 1800's used some similar things. There were few maps, and no road signs. But people could use **mile markers** to help them in their travels. These were originally stone, and later cast iron, posts showing the distance between different towns. Like road signs, they helped travelers get from town to town.

The National Road also had bridges, most made from stone. Travelers on the National Road crossed both the largest single span bridge in the nation and a bridge with three arches. Both of these bridges helped people cross wide rivers. Travelers also used the Dunlap's Creek Bridge in Brownsville, Pennsylvania. This was the first cast-iron bridge in the country. Another type of bridge was known as an **"S" bridge**. "S" bridges were built straight across the river or stream. But the road on either side of the bridge had to curve to meet the bridge, so it would have an "S" shape.

Many people and animals traveled on the National Road, and they began to wear away the rocks. The U.S. government could not pay to keep repairing the road, so it gave the road to the states through which it passed - Maryland, Pennsylvania, Virginia, Ohio, Indiana, and Illinois. **Tollhouses** were built along the Road. These were places where travelers were stopped and had to pay money, called a **toll**, to travel on the National Road. This money was used to repair the road. The tollkeeper and his or her family lived in the tollhouse so tolls could be collected all the time. Tollhouses were located 15 miles apart and travelers were required to pay at each toll house. The more damage a vehicle did to the Road, the higher the toll.

Thought Question:

1. Imagine you are a tollkeeper when the Road was its busiest. What would you see along the National Road in a typical day?

Research:

- Where the tollhouses in Pennsylvania were located
- Popular beliefs about why "S" bridges were built

UNIT III A - ACTIVITY SHEET

RATES OF TOLL: ON THE CUMBERLAND ROAD (NATIONAL ROAD) IN PENNSYLVANIA

20 sheep ..... *6 cents*

20 pigs ..... *6 cents*

20 cattle ..... *12 cents*

Horse and rider ..... *4 cents*

One horse ..... *3 cents*

One mule ..... *3 cents*

Sled or sleigh with one horse ..... *3 cents*

Sled or sleigh with two oxen ..... *3 cents*

Sled or sleigh with two horses ..... *6 cents*

Sled or sleigh with four oxen ..... *6 cents*

Carriage with two wheels and one horse ..... *6 cents*

Carriage with two wheels and two horses ..... *9 cents*

Carriage with four wheels and two horses ..... *12 cents*

Wagon with wheels up to three inches wide and one horse or two oxen ..... *4 cents*

Wagon with wheels up to three inches wide and two horses ..... *7 cents*

Wagon with wheels between three and four inches wide with one horse or pair of oxen ..... *4 cents*

Wagon with wheels between four and six inches wide with one horse or pair of oxen ..... *3 cents*

Wagon with wheels between six and eight inches wide with one horse ..... *2 cents*

Each additional horse drawing a wagon or carriage ..... *3 cents*

Wagons or carts with wheels over eight inches wide ..... *Free*

ANY PERSON REFUSING TO PAY THE TOLL, A FINE ..... *3 dollars*

Answer these questions using the Rates of Toll provided

1. Pretend you are a tollkeeper along the National Road in Pennsylvania. What tolls would you charge for these travelers based on the rates above?

   A sled with 2 oxen _____

A horse and rider with a packhorse ____+____ = _____

A drover with a herd of 100 cattle
___+___+___+___+___=_____

A stagecoach (carriage) with four horses
____+____+____=_____

A Conestoga wagon with 3 1/2 inch wheels and 4 horses
____+____+____+____=_____

A carriage with 4 wheels and 4 horses ____+____+____=_____

2. Why would carts and wagons with wheels wider than 8 inches be allowed to travel the Road free?

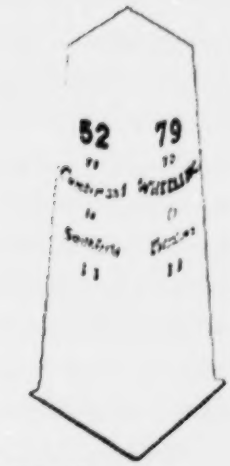
_____

_____

3. There were six tollhouses in Pennsylvania along the National Road. How much would a horse and rider pay to travel the National Road in this state? ____x____=_____

UNIT III B - ACTIVITY SHEET

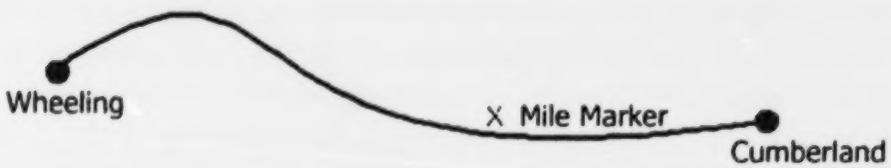
52
to
Cumberland
to
Smithfield
11



National Road milepost

79
to
Wheeling
to
Uniontown
11

1. If you were traveling the National Road in the 1800's and stopped by this mile marker you could use it to determine how far it was from one town to another.



How many miles to Cumberland?_____

If you were in Smithfield, how many miles to Cumberland? _____

How many miles to Wheeling? _____

How far is it from Cumberland to Wheeling? _____

Which two towns are the same distance from the mile marker?

_____

2. Why would these mile markers have Cumberland and Wheeling printed in larger letters than other towns?

_____

_____

Traveling the National Road

Unit Four – Travelers
Teacher Sheet

Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- List types of vehicles and the roles they played along the National Road.
- List types of people who traveled the National Road and why they used the road.
- Describe travel conditions along the National Road.

Materials:

- (4) Unit IV Activity Sheets
- Pencils
- Glossary
- Crayons, Markers, or Colored Pencils

Background:

People traveled east and west on the National Road in several ways. Drovers (people who walked to market with animals such as turkeys, sheep, pigs, cows) were commonly seen. Many of their herds numbered in the thousands.

Another form of travel was the Conestoga wagon. These wagons were named after the Conestoga River Valley in Lancaster, Pennsylvania, where they were first made. Known as Turnpike Freighters, these wagons averaged 17-19 feet in length (22 feet in length including canvas bonnet), 11 feet in height, and weighed about 3,500 pounds. They could carry 6-10 tons of cargo. For these wagons, the rule of thumb was one draft horse for every ton carried, so it was common to see Conestogas pulled by 6 to 8 horses. The wagons were generally painted bright blue and red with white canvas coverings. Drivers would walk next to the wagon; ride on the rearmost, left horse; or sit upon the lazy board located on the left side of the wagon. Horses often were decorated with sets of hame bells, 3 to 5 per

horse. These bells hung in an arch over the horses' collars and were used to warn other travelers and prevent collisions.

People who could afford the expense (fares averaged about $15.00 per person) might travel the National Road in a stagecoach, pulled by 4 horses. There were many stage lines that serviced the road - the Good Intent Stage Line, the June Bug Line, and the National Road Stage Company - to name a few. These coaches were painted bright colors and with murals to attract customers in the competitive business. The most popular stagecoaches were known as the Troy and the Concord coaches, made in either Troy, New York, or Concord, New Hampshire. They carried about 10 passengers and went 6-10 miles per hour. This was the fastest means of land transportation and was achieved by changing the horses every 12 to 15 miles.

Some stagecoaches also carried the mail along with their passengers. Mail coaches had the right of way on the National Road, and they claimed this by blowing a coachman's horn to warn other travelers to move to the side. Mail coaches did not have to pay tolls.

Many kinds of people traveled the National Road. Famous politicians (e.g. John Quincy Adams, Henry Clay, Millard Fillmore, William Harrison, Andrew Jackson, Abraham Lincoln, James Monroe, James K. Polk, Zachary Taylor, and Martin Van Buren) traveled along the road before, during, or after their political careers. P.T. Barnum, Jenny Lind, and General Lafayette were also known to have traveled the National Road.

The National Road was also used by emigrants heading west to make a home in Ohio and beyond. They may have traveled with Conestoga wagons or other types of wagons, by stagecoach, or often on foot with their possessions in a cart or wagon.

Local farmers and merchants also used the National Road. Farmers sent produce (such as grains, wool and tobacco) east to be sold at market. Manufactured goods (such as cloth, sugar and coffee) were sent west to be sold along the National Road and to settlers beyond it.

It has been estimated that 200,000 people used the National Road every year during its heyday in the 1830's and 1840's.

Supplemental Activities:

1. Using a cleared space in the classroom, measure and mark with chairs the dimensions of a Conestoga wagon (42 inches wide, 17-19 feet long). Discuss with the students what type of good might be transported in the wagon. Next, have students suggest possessions a family might take with them when traveling west in a Conestoga.

2. Invite children to make a model of a Conestoga wagon. Provide pictures of Conestogas, cardboard boxes, staples, glue, oaktag, pipe cleaners, and fabric. Encourage students to refer to pictures of Conestoga wagons during construction of their models.
3. Have students keep a journal of their own travels and activities.

Relevant Site Information:

The Mt. Washington Tavern has a Conestoga wagon on display outside the museum. (For more information see the Site Resource List.)

Activity Answers:

Unit IV A

1. Stagecoach: painted with bright colors and murals Conestoga wagon: red and blue body and white or cream covering

2 & 3

coachman's horn – stagecoach
hame bells - Conestoga wagon
carpet bags -stagecoach
tar pot – Conestoga wagon
feedbox - Conestoga wagon
wagon jack – Conestoga wagon

Unit IV B

1. cars used today; shorter time now; more comfortable today; don't have to walk today; fast food restaurants and hotels today
2. packing; repairs to vehicles; being stuck in mud or bad weather; seeing beautiful scenery; reading road signs; stopping for meals

UNIT IV - Travelers on the National Road

STUDENT SHEET

Background:

How do people travel on roads today? They may use buses, trucks, or cars to go from place to place. But in the 1800's, people traveled in different ways.

Some people walked along the National Road. **Drovers** walked their herds of animals to market. These herds of sheep, pigs, cows, or turkeys could be very large. People who lived along the National Road might also walk from place to place on it .

Other people traveled the Road with **Conestoga wagons**. These large wagons were pulled by 6-8 horses. The wagons were painted red and blue with white canvas covers and carried large loads of supplies along the road. These wagons were similiar to today's tractor trailers.

Many **stagecoaches** traveled the National Road. It was expensive to ride in the brightly painted coaches pulled by 4 horses. The coaches were painted with bright scenes to attract customers. Stagecoaches carried passengers, and some also carried the mail from one town to another.

All kinds of people traveled the National Road. **Emigrants** traveling west used the road, but few of these people wrote about what they saw and did. Politicians, performers, and military people also used the road. As many as 200,000 people traveled the National Road every year.

Thought Questions:

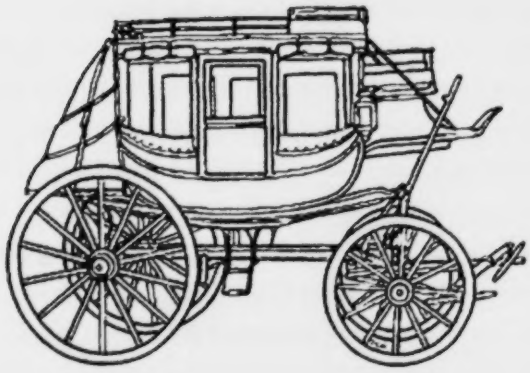
1. Pretend you are traveling the National Road in the 1800's. How would you travel? Where would you go? Why?

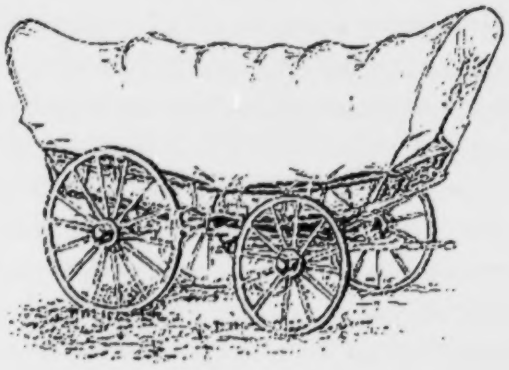
Research:

These are famous people known to have traveled the National Road:

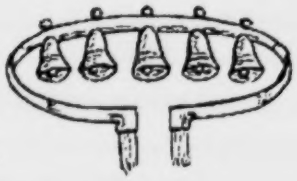
John Quincy Adams	William Harrison	James Monroe
P. T. Barnum	Andrew Jackson	James K. Polk
Blackhawk	General Lafayette	Zachary Taylor
Henry Clay	Abraham Lincoln	Martin Van Buren
Millard Fillmore	Jenny Lind	

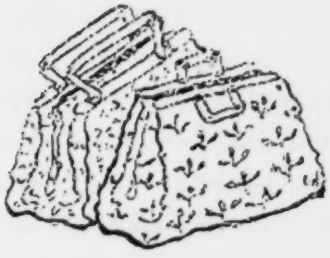
UNIT IV A - ACTIVITY SHEET

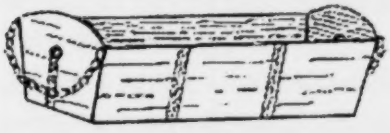




1. Using the background information for clues, color the stagecoach and the Conestoga wagon as they would have been seen along the National Road.







2. Using the glossary for help, write the name of each of the above objects under its picture.

3. Write next to the object whether it was used in a Conestoga wagon or a stagecoach.

UNIT IV B - ACTIVITY SHEET

Many families used the National Road to travel west and start a new life. Most of the people did not record their travels. But a few diaries were written about the National Road and the experiences people had traveling it. Below is a make believe diary that shows what it may have been like for a child to travel the Road with a wagon. Read the diary and then consider the Thought Questions.

June 20, 1840
Today we finally started our trip west traveling the National Road. Mother and Father packed the wagon with all our possessions. I was very excited when we started. It was sad to leave our farm outside Cumberland, but Father wanted more land that would cost less money. So now we are sitting in this wagon wishing we were already in Columbus, Ohio, and hoping that the promise of farmland will come true.

June 21, 1840
Today we started up the mountains in Maryland. The older children and I walked along side the wagon to make it lighter for the horses. Mother told me to watch my younger sisters and brothers. But oh! how beautiful the mountains and valleys are with the thick forests and wide streams.

June 22, 1840
It was indeed a dangerous and long day as we traveled over high mountains. By afternoon heavy rain and thunder clouds cracked all around us and the wagon got stuck in the mud. We spent the night by the side of the road, as we usually do, knowing in the morning we would have to pull and push the wagon out of the mud.

June 23, 1840
A long, hard day ... with eighteen hours of up and down, sideways, bouncing of the wagon. At first, the trip was delightful but the bumps and jolts of the road began to tire us. We stop twice a day so Father can put tar on the wagon axles. While we sat on the side of the road we saw four stagecoaches pass. Oh! how I wish I could travel in one of these, for they travel much faster than our wagon. Of course the faster they go the more bruises the passengers get from bouncing around inside the coach. We also saw more people worse off than us, people walking west with everything they own in a cart. They are not the only ones walking. We saw men and boys driving huge herds of animals and heading east. I asked Father where they were going and he told me the animals were going to market to be sold. We also saw huge Conestoga wagons rolling along the Road. Father says the big wagons going east carry farm products to market in Baltimore and bring manufactured goods on their return trip west. There are so many people on the Road, it seems as if we are part of one big parade that will never end.

June 24, 1840
This morning we were late starting, the wagon and harness needed repairing. We passed a mile marker and read that we have 72 miles to Wheeling, and much furher until we reach Columbus. We've passed many small towns so far. Most have a church, a store, a tavern, and some even have a school. I hope I will get to go to school when we get to Ohio! I didn't want to leave my old school.

June 28, 1840
Father says we are getting closer every day. Of, course this is true, but when will we ever get there? Today we ran out of some of our supplies. Father had to stop at a store in Wheeling to get some more coffee, beans, and flour. Mother said the next time we would need supplies we would be in Columbus. Fresh milk and water in our jugs helped us the whole day. It is a very slow trip and my brothers, sisters and I are getting sour tempered.

June 29, 1840
Today we passed through Zanesville, Ohio. The land west of here is flat and very fertile. There are many new farms in this part of the state. The fields are planted with corn and wheat. Father said we should reach Columbus by sundown tomorrow.

June 30, 1840
We've been traveling for almost two weeks but today we finally reached Columbus! We bought a few more supplies and soon we will head out to find our farm land. We will build a barn and a house and have a home again. Father says the National Road continues but we have finally stopped our travels. Now we will see what the future holds.

THOUGHT QUESTIONS

1. This is a story of travel in the 1840's. How is travel different today?

_____

_____

_____

_____

_____

2. Although there are many differences between travel in the past and today, what is still the same?

3. Would you have wanted to travel west along the National Road in the 1840's? Why or why not?

Traveling the National Road

Unit Five – Accommodations
Teacher Sheet

Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- List types of stops along the National Road and who used them.
- Describe accommodations, food, and prices along the Road.

Materials:

- (2) Unit V Activity Sheets
- Glossary
- Pencils

Background:

Accommodations along the National Road varied depending upon how a person traveled. There were drover's stands for the animal drovers and wagon stands for the waggoners. There also were stage stands - taverns or inns - serving the many stagecoach lines.

Wagon and drover stands were located every 2-5 miles in mountainous areas where animals and people needed more frequent stops. Both of these facilities provided inexpensive meals, drink, and a place to sleep - on the barroom floor or under one's wagon (in the case of wagon stands). Drovers and wagoners carried their own bedding with them. These stands provided large enclosures for the livestock and level yards for the wagons staying overnight.

Much more is known about the stage stands because affluent travelers often discussed them in their diaries. The horse teams were changed every 12-15 miles at taverns associated with an individual stage line. The stage taverns also provided food and lodging.

BEST COPY AVAILABLE

A good example of a stagecoach tavern along the National Road was the Mount Washington Tavern, served by the Good Intent Stage Line. This tavern was built by Nathaniel Ewing around 1830. The tavern served the National Road during its heyday (1840's) under the ownership of the James Sampey family.

Coachmen approaching the tavern would blow their coachman's horn to announce their arrival. Passengers would disembark, freshen up if they chose, and await dinner. Men would congregate in the barroom to drink, chat, and play cards or checkers. Women who cherished their reputations would stay away from the barroom and sit in the parlor to have tea, watch small children, sew, rest, and talk.

With the ringing of the dinner bell, guests would quickly move to the dining room. Although there was no menu, there were plenty of food choices. Activity V A lists many of the types of food offered in taverns. Guests ate quickly so that other guests could have their turn. If they were to stay for the night, guests might socialize before retiring for the evening.

Purchasing a night's stay at a tavern meant paying for a place to sleep on a bed or pallet. Men and boys slept in rooms separate from women, girls, and small children. Guests slept two or three to a bed, with most of their clothes on, as cleanliness of sheets and neighbors could never be guaranteed. Also, the security of personal possessions depended on keeping them close.

Frequently the coaches would leave the tavern before daybreak to travel another 12-14 hour day. Often they would eat breakfast at another inn served by the same coach line further along the road. Average costs for lodging were 50 cents per person per night, and food cost about 25 cents per person per meal (less for children).

Supplemental Activities:

1. Have students bring a snack from home, or provide one that comes from the list of foods offered at National Road taverns. Read a story about the National Road from one of the sources listed in the bibliography while the students eat their "National Road Food".

2. Provide a checker board/checkers for students to play (tavern entertainment).

Relevant Site Information:

The Mount Washington Tavern (For more information see the Site Resource List.)

Activity Answers:

Unit V A

3. One type of food was particularly absent - foods that contain tomatoes. Tomatoes were generally not eaten until around 1870; thus, pizza and spaghetti were not served in taverns.

Unit V B

Item One

1. Carpet bags
2. Carry possessions
3. luggage backpacks

Item Two

1. Quill pen/ink well
2. Writing
3. Pens/pencils

Item Three

1. Checkers
2. Amusement
3. TV/pools

Item Four

1. Fireplace
2. Warmth/cooking
3. Heater/stove

Item Five

1. Candle
2. Light
3. Lamps/flashlights

Item Six

1. Wash basin and pitcher
2. Washing hands and face
3. Sinks/faucets

UNIT V - Accomodations on the National Road

STUDENT SHEET

Background:

Have you ever taken a trip and had to spend a night away from home? Many people who traveled the National Road needed places to sleep and eat. So people built **taverns** and **inns** along the road for the travelers.

Stands or stops along the road were built for use by drovers, wagon drivers, and stagecoach passengers. Drovers and wagoners ate cheap meals and slept on the floor or under their wagons at drover and wagon stands. Stands or taverns for stagecoaches were more expensive. The coachman would blow his **coachman's horn** before he got to the tavern. The owner of the tavern could then be ready for the guests. The tired travelers would stay at the tavern to eat, talk about their trip, and sleep. Meals at a tavern were large, and people ate fast so they could make room for the other guests waiting their turn. Meals cost about 25 cents for each person, but less for children.

Guests at a tavern might find themselves quite crowded. People slept 2 or 3 to a bed, and also on the floor. Men and boys slept in some rooms, and women and girls slept in others. The blankets and sheets may not have been very clean. Most people slept in their clothes. People would pay about 50 cents each day to stay at a coach stand.

Many mornings the stagecoach would leave before daybreak to travel for another day.

Thought Questions:

1. Pretend you have just stayed in a tavern or stand along the National Road. Write a story about your stay.

2. Why do we know more about the stagecoach stands than we do about other stands?

Research:

The history of the Mt. Washington Tavern and the people who ran it.

UNIT V A - ACTIVITY SHEET

The tavern staff spent many hours, starting early in the morning, preparing large amounts of food for the hungry guests. There were no electric stoves or microwaves, so food had to be cooked using the heat from fireplaces or cast-iron cooking stoves.

1. Pretend you are a tavern keeper in the 1840's along the National Road. Using the following list of food often served in taverns, decide what you would serve to your guests for breakfast or dinner. List 5 or more choices below.

ham	butter	potatoes	berries
crackers	cake	pudding	sausage
buckwheat cakes	maple syrup	corn cakes	oatmeal
bacon	eggs	apple pie	beef
coffee	fish	milk	peas
turkey	apples	bread	cheese
mutton	carrots	beans	beets
onions	cabbage	turnips	squash
gingerbread	nuts	raisins	peaches
chicken	pumpkin	sauerkraut	preserves
pickles	waffles	stew	baked beans

_____

_____

_____

2. Are some of your favorite foods on this list? List 2 or more.

_____

_____

_____

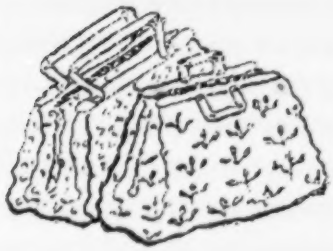
3. What foods do we eat today that are not on this list? List 3 or more.

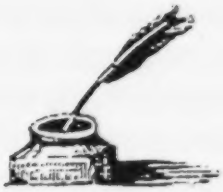
_____

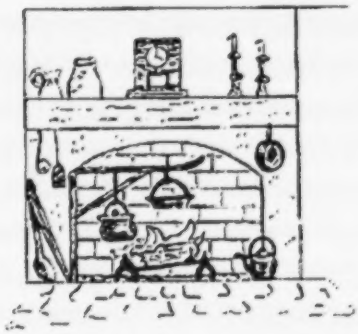
_____

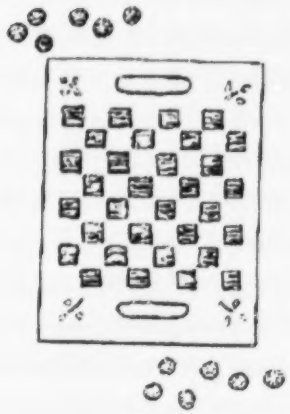
UNIT V B - ACTIVITY SHEET

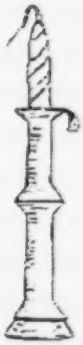
When people travel today, they often stay at hotels or motels and eat in restaurants. Many travelers on the National Road in the early 1800's stayed at taverns where they could sleep and eat. All of the objects below were used by National Road travelers to help make their trip and tavern stay more enjoyable.











1. Using the glossary for help, write the name of each object under the picture.

2. Determine what each object was used for and write its use next to the object.

3. Think about what we use today when we travel. List objects used today that serve the same purpose as the objects above.

Traveling the National Road

Unit Six – Workers Along the Road
Teacher Sheet

Objectives:

After reading the background information and using the Activity Sheets in this unit, students will be able to:

- Describe how the National Road contributed to growth and expansion into the west.
- List some of the jobs that developed along the National Road.

Materials:

- (2) Unit VI Activity Sheets
- Pencils

Background:

The National Road contributed to many changes in the areas through which it passed. It also helped in the growth of the young United States. Along and at the end of the road, communities and towns arose and grew, both to make use of the National Road and cater to the traffic.

Services needed to be provided and jobs filled. Tavern keepers, blacksmiths, coach and wagon makers, and horse breeders, among other occupations, increased in number. Coach making was one job performed in Uniontown, Pennsylvania.

Farmers and merchants also could use the road. Produce could be taken cheaply and easily east to market, and manufactured goods likewise could be shipped west to be sold in the growing communities.

Emigrants used the National Road to move west, thus fueling the growth of communities and increasing the production of resources. Travel on the road was not easy, and journeys were long, bumpy, hazardous, and uncomfortable. But Americans wanted to move west for land and opportunities. The National Road, as one of the major routes west, could help them get there.

BEST COPY AVAILABLE

In 1852 the Pennsylvania Railroad reached Pittsburgh and in 1853, the Baltimore and Ohio Railroad reached Wheeling, Virginia. Because it was faster, less expensive and more comfortable to ride the train, use of the National Road declined. In the early 1900's, use of the automobile increased, and there was a need for well built roads. In 1926, the National Road became part of US Route 40, an interstate highway that ran coast to coast. Today people can travel on U. S. Route 40 and see many of the sights people saw when they traveled the National Road in the 1800's.

Supplemental Activities:

1. Assign different time periods to different students and have them research what life was like along the National Road or what happened to the Road after 1850. Have them use sources in the bibliography.
2. Invite students to make a time line depicting major events relating to the National Road they have learned during the course of their study. Have various pupils illustrate each of the dates included.

Relevant Site Information:

The National Road/Zane Grey Museum tells the story of the National Road. (For more information see the Site Resource List.)

Activity Answers:

Unit VI A

2. drover, stage coach driver, stable/barn hands, wagoner, tavern keeper, road builders

Unit VI B

1. Picture One: farmer Picture Two: blacksmith
   Picture Three: tollhouse keeper Picture Four:tavern keeper

2.

- **Farmer**: take care of animals; plow fields; plant crops; harvest crops; milk cows; take produce to market
- **Tollhouse keeper**: collect tolls; keep people from passing without paying; be available 24 hours a day
- **Blacksmith:** make horseshoes; shoe horses; make other metal fixtures (for wagons, coaches, and cooking utensils for instance)
- **Tavern keeper**: cook and provide food to guests; change sheets occasionally and keep the beds ready; provide feed for horses; keep extra teams ready for coaches (most of these duties were also done by paid help and family members)

3.

- **Farmer:** provided produce and grains used by taverns and stables
- **Tollhouse keeper:**gather tolls for National Road upkeep so people could travel; employed people to upkeep the road
- **Blacksmith:** shoe horses; help prepare wagons for travel
- **Tavern keepers:** supply accommodations and horse teams to allow people to travel both east and west

UNIT VI - Working along the National Road

STUDENT SHEET

Background:

Many people traveled the National Road from the time it was built in 1818. People were needed to run the taverns, build coaches and wagons, and take care of horses. Workers came west to do these jobs. People also used the National Road to go west and start their own farms. They could then use the road to send the crops they grew back east to be sold.

Towns were started and grew larger all along the National Road. Without this road, people would have had a hard time crossing the mountains. The National Road played an important role in helping America grow.

In 1853, the Baltimore and Ohio Railroad reached Wheeling, Virginia. Now people could take the train. Trains were much faster, less expensive and more comfortable than traveling the National Road. So use of the National Road decreased.

In the early 1900's, people began to use the newly invented automobiles. Good roads were needed for the cars. The National Road was repaired, and in 1926, it became part of U.S. Route 40. This highway ran across the entire United States. Today you can still travel U.S. Route 40 and see many of the sights people saw when they traveled the National Road in the 1800's.

Thought Questions:

1. How would travel on the National Road today be like travel in the 1800's? How would it be different?

2. What events are most important in the National Road's history? Write a song about that road's history. Sing it to the tune of Yankee Doodle, Hot Cross Buns, or some other favorite song.

Research:

· Learn more about what happened to the National Road after 1850.

UNIT VI A - ACTIVITY SHEET

Maryland Historical So

1. Look in this picture and find some of the things seen along the National Road. Circle the following on the picture:

stagecoach	drover and cattle	Conestoga wagon
tavern	stone mile marker	men crushing rock for the road

2. List 2 or 3 kinds of jobs along the National Road that are shown in this picture.

_____

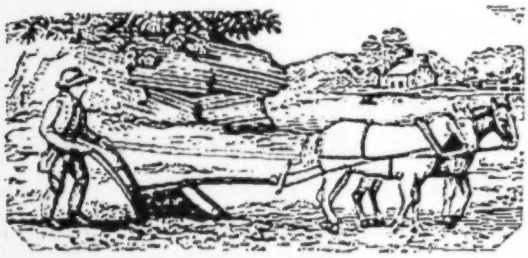
_____

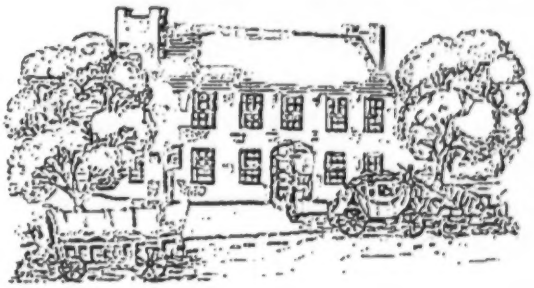
_____

UNIT VI B - ACTIVITY SHEET

Many services were needed for travel along the National Road. Look at the pictures below of people working along the National Road.

1. Write the correct job under each picture:





tavern keeper

farmer

tollhouse keeper

blacksmith

Answer these questions on an extra sheet of paper:

2. What do think the duties are for each job?

3. List one duty that helped make travel easier on National Road?

4. What job or jobs along the National Road would you have done? Why?

Traveling the National Road

National Road Fun Sheet

FIND-A-WORD

C A R P E T B A G S S K F U E H G D F T O L L S K S J D H F K J M E R C H A N T S F D S
A N K C V U R R L X S J P F L J J L K H I U E R L N V H U T W A K J F G I L H J S I M T
P F I X E N E M A C O L I N L O R E A O A L K S J F E N B O T M D H T H G M V H E R V A
B C H T R R Y X O D R D K F I D J H U M L A M D N U G N O T K S A W A S H I N G T O N L
A X J E I A J T O P D K D S T R A M D A K D I R J Y F E O D L G I A M G W F J E K J X M
T H V R F M F J F B R O X F E I R A T S T A U E O L L C M X D J A S J C A N D L E H E I
M A R V E M H C U R L N C E T O L J T C U F E D E X K N V Y R N V L D H Y A W U R W E M
T C K D E W J I F M T H N K K I G H W R D L K S U X M R N N V S I E L K A U A I M E I L
L S U F D R O V E R K O D D E L T O L E C M F U T K H L F J R U A R L A J C I L L L J A
M X F D B K T K C I G S I J L F U M B S T A G E C O A C H G L J U E M C T E N F L L H D
U N O O O W P D I A S O N D F R J A V A M C N F J R J S I W J B F B V H B I X N V A A H
Z N R S X D S G W R M N C U D J F H C P M C U E K H A H F H A M E B E L L S N I A N G G

Find these words (across, down and diagonal):

Washington,	merchants,	carpetbags,	highway,
feed box,	Thomas	hame bells,	Braddock,
stagecoach,	Cresap,	candle,	Gallatin,
wagoneer,	tolls,	drover,	tavern
Nemacolin,	mattock,		

Word Scramble

mecorecm _ _ _ _ _ _ _ _

gwnao cakj _ _ _ _ _ _ _ _ _

khecresc _ _ _ _ _ _ _ _

nvtare _ _ _ _ _ _

sahw nsbai _ _ _ _ _ _ _ _ _

rgdibe _ _ _ _ _ _

sbtamkihcl _ _ _ _ _ _ _ _ _ _

replaecif _ _ _ _ _ _ _ _ _

nltanoai dora _ _ _ _ _ _ _ _ _ _ _ _

Traveling the National Road

National Road Fun Sheet Key

FIND-A-WORD

C	A	R	P	E	T	B	A	G	S	S	K	F	U	E	H	G	D	F	T	O	L	L	S	K	S	J	D	H	F	K	J	M	E	R	C	H	A	N	T	S	F	D	S
A	N	K	C	V	U	R	R	L	X	S	J	P	F	L	J	J	L	K	H	I	U	E	R	L	N	V	H	U	T	W	A	K	J	F	G	I	L	H	J	S	I	M	T
P	F	I	X	E	N	E	M	A	C	O	L	I	N	L	O	R	E	A	O	A	L	K	S	J	F	E	N	B	O	T	M	D	H	T	H	G	M	V	H	E	R	V	A
B	C	H	T	R	R	Y	X	O	D	R	D	K	F	I	D	J	H	U	M	L	A	M	D	N	U	G	N	O	T	K	S	A	W	A	S	H	I	N	G	T	O	N	L
A	X	J	E	I	A	J	T	O	P	D	K	D	S	T	R	A	M	D	A	K	D	I	R	J	Y	F	E	O	D	L	G	I	A	M	G	W	F	J	E	K	J	X	M
T	H	V	R	F	M	F	J	F	B	R	O	X	F	E	I	R	A	T	S	T	A	U	E	O	L	L	C	M	X	D	J	A	S	J	C	A	N	D	L	E	H	E	I
M	A	R	V	E	M	H	C	U	R	L	N	C	E	T	O	L	J	T	C	U	F	E	D	E	X	K	N	V	Y	R	N	V	L	D	H	Y	A	W	U	R	W	E	M
T	C	K	D	E	W	J	I	F	M	T	H	N	K	X	I	G	H	W	R	D	L	K	S	U	X	M	R	N	N	V	S	I	E	L	K	A	U	A	I	M	E	I	L
L	S	U	F	D	R	O	V	E	R	K	O	D	D	E	L	T	O	L	E	C	M	F	U	T	K	H	L	F	J	R	U	A	R	L	A	J	C	I	L	L	L	J	A
M	X	F	D	B	K	T	K	C	I	G	S	I	J	L	F	U	M	B	S	T	A	G	E	C	O	A	C	H	G	L	J	U	E	M	C	T	E	N	F	L	L	H	D
U	N	O	O	O	W	P	D	I	A	S	O	N	D	F	R	J	A	V	A	M	C	N	F	J	R	J	S	I	W	J	B	F	B	V	H	B	I	X	N	V	A	A	H
Z	N	R	S	X	D	S	G	W	R	M	N	C	U	D	J	F	H	C	P	M	C	U	E	K	H	A	H	F	H	A	M	E	B	E	L	L	S	N	I	A	N	G	G

Find these words (across, down and diagonal):

Washington,	merchants,	carpetbags,	highway,
feed box,	Thomas	hame bells,	Braddock,
stagecoach,	Cresap,	candle,	Gallatin,
wagoneer,	tolls,	drover,	tavern
Nemacolin,	mattock,		

Word Scramble

mecorecm _ _ _ _ _ _ _ _ (commerce)

gwnao cakj _ _ _ _ _ _ _ _ _ _ (wagon jack)

khecresc _ _ _ _ _ _ _ _ (checkers)

nvtare _ _ _ _ _ _ (tavern)

sahw nsbai _ _ _ _ _ _ _ _ _ (wash basin)

rgdibe _ _ _ _ _ _ (bridge)

sbtamkihcl _ _ _ _ _ _ _ _ _ _ (blacksmith)

replaecif _ _ _ _ _ _ _ _ _ (fireplace)

nltanoai dora _ _ _ _ _ _ _ _ _ _ _ _ (national road)

BEST COPY AVAILABLE

Traveling the National Road

TIMELINE

1752 Nemacolin, a Delaware Indian, and Thomas Cresap blaze a trail for the Ohio Company from Wills Creek, present day Cumberland, Maryland, to the Monongahela River. This trail is called Nemacolin's Trail.

1754 Lt. Col. George Washington builds a road along Nemacolin's Trail during a campaign against the French. Washington is defeated at the Battle of Fort Necessity.

1755 General Braddock campaigns against the French at Ft. Duquesne. During the campaign, Washington's earlier route is improved prior to Braddock's defeat and death. Braddock is buried in the middle of this path and the route is known as Braddock's Road.

1796 Ebenezer Zane is permitted to open a road from Wheeling, Virginia, through Ohio to Limestone, Kentucky.

1802 The Enabling Act provides for Ohio's admittance into the Union, and a provision of the act provides a means for obtaining money to build a road from the east to the western territories.

1806 President Thomas Jefferson signs the act establishing the National Road.

1811 First contract for the National Road is awarded, and the first 10 miles of road built.

1818 National Road is completed to Wheeling, Virginia. Mail coach use of the road begins.

1830's The federal government conveys responsibility of the National Road to the states through which the road runs. Deteriorated portions of the road are repaired by the Federal government, and tollgates and tollhouses are built by the states.

1839 The National Road reaches Vandalia, Illinois, where construction of the road stops.

1852/1853	The Pennsylvania Railroad reaches Pittsburgh and the Baltimore and Ohio Railroad reaches Wheeling, foretelling the decline of the National Road.
1880	The safety bicycle is introduced, and the League of American Wheelmen pushes for road reforms.
1912	During the age of the automobile, the National Road is made part of the National Old Trails Road.
1926	The National Road becomes part of US 40 as a coast-to-coast highway.
1960's	Route 40 is bypassed by Interstate 70.

Traveling the National Road

SITE RESOURCE LIST

Casselman River Bridge:
was completed in 1818 over the Casselman River. It is about 1 mile east of Grantsville, MD, and was considered the largest single-span, stone-arch bridge in the United States at the time of completion. It is now run by Maryland State Parks. Call 301-895-5453 for details.

Friendship Hill National Historic Site:
the home of Albert Gallatin. Take Route 119 to the intersection with Route 166, north of Point Marion. The site is located on Route 166, 3 miles north of Point Marion. Call 412-725-9190 for details.

LaVale Tollhouse:
located about 6 miles west of Cumberland, MD, on U. S. 40, the National Road. It was built about 1833 and is the only remaining tollhouse on the National Road in Maryland. Call 301-729-3047 for details.

Mount Washington Tavern:
part of the Fort Necessity National Battlefield which also includes the reconstructed Fort, Braddock's Grave, Jumonville Glen, and Braddock's Road. The tavern contains period furnishings and is run as a museum. On Route 40, the National Road, 11 miles east of Uniontown. Call 412-329-5512 for details

National Road/Zane Grey Museum:
a museum that commemorates the National Road. Located on Route 40, the National Road, at the Norwich exit of I-70 (exit 164), 10 miles east of Zanesville. Call 614-872-3143 or 1-800-BUCKEYE for details.

National Road Heritage Park:
a newly developed park designed to tell the story of the National Road. It can provide useful information on National Road sites. Call 412-329-1560 for details.

Petersburg Tollhouse:
one of three remaining tollhouses on U. S. 40, the National Road. It is located in the former village of Petersburg (now Addison) and was built in 1835 when the state took control of the National Road. It is the only remaining tollhouse made of stone.

BEST COPY AVAILABLE

Searight Tollhouse Museum and Information Center:
one of two remaining tollhouses in Pennsylvania along the National Road. Located on Route 40, the National Road, 6 miles west of Uniontown. Call 412-439-4422 for details.

Traveling the National Road

GLOSSARY

Blacksmith:
A person who makes objects from iron, such as horseshoes and mended metal pots. Blacksmiths were also paid to put the shoes on horses.

Candle:
A cylinder shaped object made of tallow or wax with a wick through its center, which gives light when it is burned.

Carpet bag:
A traveling bag made from carpet or rug used by travelers on stagecoaches. .

Checkers:
A game played on a checkerboard by two players, each with 12 pieces to move.

Coachman's horn:
A long horn, used to announce the arrival of a coach at a tavern. These were also used on stagecoaches to warn other travelers to let the stagecoach pass (especially mail coaches). .

Commerce:
The buying and selling of goods; trade. .

Conestoga Wagon:
A large wagon with a cream or white cloth cover. The wagon bed was deep, turned up at each end like a boat, and painted red and blue. First manufactured in the Conestoga River Valley of Lancaster, PA, they were 11 feet high, 17-19 feet long (22 feet in length including canvas bonnet), and weighed between 3,000 and 3,500 pounds. These wagons could carry up to 10,000 pounds and were pulled by teams of 6-8 horses.

Drover:
A person who walks animals - cows, pigs, sheep, turkeys to market.

Emigrants:
People leaving one country or region to live in another. .

BEST COPY AVAILABLE

Feed box:
A long wooden box used to feed horses. These were carried hanging off the back of Conestoga wagons. .

Fireplace:
A place for a fire, especially an open place, built in a wall, at the base of a chimney.

Hame bells:
Sets of bells hung on an arch over each Conestoga horse's collar. These bells were designed to sound a warning to prevent collisions along the road.

Macadam system:
A way of making a road by packing several layers of small stones together. The road is built to allow water to drain off of it. .

Mattock:
A tool having a blade and a pick on a long handle, used for loosening dirt, digging, and cutting roots.

Measuring rings:
Metal rings used to measure the size of broken rocks to be placed on a road surface. Seven-inch and three-inch rings were used when the National Road was first built.

Merchant:
A person who buys and sells things. .

Mile Marker:
A stone or metal post showing the distance in miles to or from a specific place. .

Quill pen and ink well:
A writing tool made from a feather. The quill of the feather was sharpened, dipped in ink, and used for writing.

"S" Bridge:
An arched bridge directly across the stream or river with the approaching roads curving to meet it, giving the road an "S" shape. .

Stagecoach:
A lightweight, flat topped, brightly painted coach pulled by 4 or 6 horses and used extensively on the National Road. People paid to ride these

coaches from one town to another. The coaches had doors and windows.

Stand:

A stop along the National Road, for either coaches, wagons, or drovers. These could provide drink, food, lodging, and a change of horse teams, depending on the stand. .

Tar bucket:

A wooden or leather pot with a cover used to store the tar (made from pine tar and animal fat) needed for greasing Conestoga wagon axles. These pots also held the wooden paddle used to apply the tar.

Tavern:

A place offering food, drink, and a place to sleep for travelers

Tollhouse:

A place where tolls were collected and the tollkeeper lived.

Toll:

Money paid to travel on the National Road. The money was collected to repair and help maintain the Road.

Wagon jack:

A tool used to lift the frame of a Conestoga wagon in order to repair or replace a wheel. Jacks also had to be used to remove wheels in order to grease wagon axles.

Wash basin and pitcher:

A large bowl used to hold water for washing face and hands. The water is poured from a pitcher.

Traveling the National Road

BIBLIOGRAPHY

Resources appropriate for the upper elementary level:

Alberts, Robert C. *Mount Washington Tavern: The Story of a Famous Inn, a Great Road, and the People who Used Them.* Eastern National Park and Monument Association, 1976.

Kalman, Bobbie. *Early Travel.* New York: Crabtree Publishing Company, 1992.

Yoder, Carolyn, ed. *Cobblestone: The History Magazine for Young People, June 1991.* Peterborough: Cobblestone Publishing, Inc., 1991.

General Bibliography:

Bruce, Robert. *The National Road: Including a Series of Detailed Maps, Showing Topography and Principle Points of Historic Interest.* Berryville: The Prince Maccus Publishers, 1983

Bryer, George R. *Historic Pennsylvania Leaflet No. 33: Pennsylvania's Roads Before the Automobile.* Harrisburg: Pennsylvania Historical and Museum Commission, 1972.

Douglas, Albert. *1909 Auto Trip over the Old National Road.* Ohio Archaeological and Historical Society Publications, 1909; reprint ed., Whitehall, Ohio: Arthur W. McGraw, 1992.

Earle, Alice Morse. *Stage Coach and Tavern Days.* New York: MacMillan Company, 1900; reprint ed., New York, New York: Dover Publications, Inc., 1969.

Holmes, Oliver W. and Peter T. Rohrbach. *Stagecoach East: Stagecoach Days in the East from the Colonial Period to the Civil War.* Washington, D.C.: Smithsonian Institution Press, 1983

Hulbert, Archer Butler. *The Old National Road: The Historic Highway of America.* Ohio Archaeological and Historical Society Publications, 1901; reprint ed., Whitehall, Ohio: Arthur W. McGraw, 1994.

Ierley, Merritt. *Traveling the National Road: Across the Centuries on America's First Highway.* Woodstock: Overlook Press, 1990.

BEST COPY AVAILABLE

James, Leonard F. *Following the Frontier: American Transportation in the Nineteenth Century.* NY: Harcourt, Brace, and World, Inc., 1968.

Jordon, Philip D. *The National Road.* Indianapolis: The Bobs-Merrill Company, 1948.

Ohio Historical Society *The National Road in Song and Story.* Columbus: The Ohio Historical Society, 1940.

Pennsylvania Historical and Museum Commission. *Guide to the Historical Markers of Pennsylvania.* Harrisburg: The Pennsylvania Historical and Museum Commision, 1975.

Prolix, Peregrine (Philip Nicklin). *Journey Through Pennsylvania - 1835: By Canal, Rail, and Stage Coach.* Philadelphia: Grigg & Elliott, 1836; reprint ed., York: American Canal and Transportation Center, 1978.

Reist, Arthur L. *Conestoga Wagon: Masterpiece of the Blacksmith.* Lancaster: Forry and Hacker, 1975.

Schneider, Norris F. *The National Road: Main Street of America.* Columbus: The Ohio Historical Society, 1975.

Searight, Thomas B. *The Old Pike: A History of the National Road with Incidents, Accidents, and Anecdotes Thereon.* Uniontown: the author, 1894; Reprint ed., Berryville, Virginia: The Prince Maccus Publishers, 1983.

Shank, William H. *Indian Trails to Superhighways.* York: American Canal and Transportation Center, 1974.

_____. *Three Hundred Years with the Pennsylvania Traveler.* York: American Canal and Transportation Center, 1976.

Shumway, George, Edward Durell, and Howard C. Frey. *Conestoga Wagon 1750-1850: Freight Carrier for 100 Years of America's Westward Expansion.* Second Edition. York: George Shumway and Early American Industries, Inc., 1966.

Stewart, George R. *U.S. 40: Cross Section of the United States of America.* Cambridge: The Riverside Press, 1953.

Taylor, George Rogers. *The Transportation Revolution 1815-1860.* Holt, Rinehart and Winston, 1951; reprint ed., Armonk, NY: M.E. Sharpe, Inc., 1977.

Vale, Thomas R. and Geraldine R. Vale. *U.S. 40 Today: Thirty Years of Landscape Change in America.* Madison: The University of Wisconsin Press, 1983.

Walters, Raymond Jr. *Albert Gallatin: Jeffersonian Financier and Diplomat.* Pittsburgh: University of Pittsburgh Press, 1969.

Wilkinson, Norman B. *Historic Pennsylvania Leaflet No. 5: The Conestoga Wagon.* Harrisburg: Pennsylvania Historical and Museum Commission, 1988.

Wixom, Charles W. *Pictorial History of Roadbuilding.* Washington, D.C.: American Road Builders' Association and Charles Wixom, 1975.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").